

**AN ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN WRITING
GREETING CARD OF THE EIGHTH GRADE AT THE FIRST
SEMESTER OF SMPN 19 BANDAR LAMPUNG
IN ACADEMIC YEAR 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By :

**RANI PUSPITA DEWI
NPM. 1511040118**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
REDEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
2020**

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ABSTRACT

AN ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN WRITING GREETING CARD OF THE EIGHTH GRADE AT THE FIRST SEMESTER OF SMPN 19 BANDAR LAMPUNG IN ACADEMIC YEAR 2019 / 2020

Making a writing in English paragraph/sentence need a lot understanding of grammar. One of grammar components that has to learned and mastered by the students were tenses. In this case, the students must be clear about simple present tense. But the eighth students at SMPN 19 Bandar Lampung have some problems in present tense. The researcher used Writing greeting card to know the errors that made by the students. The objectives of this research were (1) To find the types of errors made by the students in greeting card writing based on surface strategy taxonomy (2) To find the causes of errors made by students in greeting card writing.

The design of this reseach used qualitative research. The subject of this research was the eighth grade at the first semester of SMPN 19 Bandar Lampung. While, the sample of this research was VIII.F contained 30 students. In collecting the data the researcher took documentation from students' writing and then analyzed the students' writing errors based on surface strategy taxonomy. The researcher also gave a questionnaire to the students to know the causes of errors.

After checking the result of students' writing in greeting card, the researcher found that there were 50 items of error from 30 students. 12 items of omission errors, 4 items of addition errors, 28 items of misformation error, and 6 items of misordering errors. The researcher also found the causes of error made by the students, it was carelessness, first language interference, and translation.

Keyword: Error Analysis, Greeting Card, Simple Present Tense, Writing.



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EIGHTH GRADE AT THE FIRST SEMESTER
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DECLARATION

I hereby state that this thesis entitled: “An Error Analysis Of Simple Present Tense In Writing Greeting Card Of The Eighth Grde At The First Semester Of SMPN 19 Bandar Lampung In Academic Year 2019/2020” Is completely my own work. Iam fully aware that I have quoted some statements, references, and ideas from variuos sources and those are properly acknowledged in the text.



Bandar Lampung, Maret 2020

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MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا أَصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ



“Oh you who have believed, persevere and endure and remain stationed and fear Allah that you may be successful.” (QS. Ali Imran : 200)¹

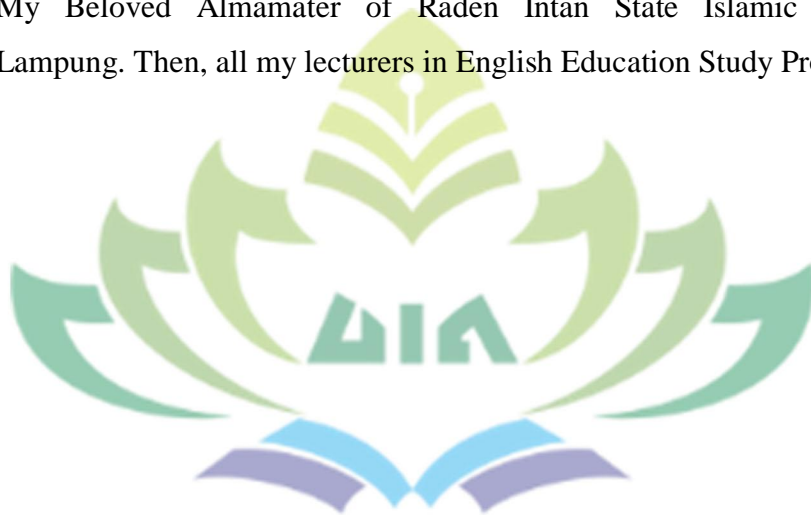


¹ Usman El Qurtubi. Al-Qur'anulkarim. (Bandung, cordoba, 2013) p76

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and everytime.
2. My beloved parents, Mr. Firdaus and Mrs. Yurisma always prays for my success and give motivation dan support. I love you.
3. My beloved little brother and little sister Risky Raditia Rangga and Riska Rahma Sari. My Grandmother Mrs.Fatimah and Mrs.Rohaya (Alm) , and my big family who support and give much motivation as always.
4. My Beloved Almamater of Raden Intan State Islamic University Lampung. Then, all my lecturers in English Education Study Program.



CURRICULUM VITAE



Rani Puspita Dewi was born on May, 30th 1997 in Pardasuka, Tanggamus. Rani comes from Tanjung Tebat, Bukit kemuning, North Lampung and lives in Puri Tirtayasa Indah housing, Sukabumi Bandar Lampung. Rani is the first child from three siblings from Mr.Firdaus and Mrs.Yurisma. Rani's little brother and little sister are twins.

Rani accomplished her first education at kindergarten at TK. Muslimin Bukit Kemuning, North Lampung. She graduated from elementary school SDN 03 Bukit Kemuning, North Lampung in 2009. Then continued her study at SMPN 01 Bukit Kemuning North Lampung and graduated in 2012. Next, She continued her study at SMAN 01 Bukit Kemuning North Lampung and graduated 2015. After that she entered at UIN Raden Intan Lampung in 2015, she took English Education Study Program, Tarbiyah and Teacher Training Faculty.

During the researcher studied in UIN Raden Intan Lampung she actived in some organizations. In 2016 – 2018, She had become a treasurer of ESA (English Student Association), in 2015-2017, she had become a treasurer of AMPIBI Community(Bidikmisi Student Association). During became students of university the researcher decided to became a students activist who joined in PMII (Indonesian Islamic Student Movement) of UIN Raden intan Lampung since 2015 . In 2018 the researcher selected and had become a leader of KOPRI (Korps. Pergerakan Mahasiswa Islam Indonesia Puteri) Rayon Keguruan of UIN Raden Intan Lampung. And now Rani joins in (KNPI) Indonesian Youth National Commite as vice treasurer of relations between institutions.

ACKNOWLEDGEMENT

First of all, all praise to be Allah, the most beneficent and merciful, for his mercies and blessing which is given to the researcher to complete this final thesis. Then sholawat and salam to upon the prophet Muhammad SAW.

This thesis entitled “ An Error Analysis of Simple Present Tense in Writing Greeting Card of the Eighth Grade at the First Semester of SMPN 19 Bandar Lampung in Academic Year 2019/2020. This thesis is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing done this thesis is to fulfill the requirement for S1 degree.

Therefore, the researcher would like to thank the following people for their ideas, time, motivation and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of state islamic university Raden Intan Lampung
2. Meisuri, M.Pd, the chairperson of English Education Study Program State Islamic Univsity Raden Intan Lampung.
3. Iwan Kurniawan, M.Pd, the advisor and Yulan Puspita Rini, MA. Thank for your times, guidances, supports given to researcher to finish this thesis.
4. Sri Chaerattini, EA. The headmaster of SMPN 19 Bandar Lampung. Dra.Elvi Yuliani as English Teacher for giving contribution while she was conducting the research at the school.
5. Irawansyah M.Pd , the validator who validate the researcher analysis.
6. M. Robby Arnando, thank you for your support and readiness all the time.

7. My best friends in Senior high school Clara, Olivia, Widia. My best friend Marza, Hesti, Septi, Renty, Rio, Riyandi, and Vivi
8. My best friends in organization, Vera, Adhenia, Sitruk, Dina, Anisa, Della, Siha, Rizky, Riyan, Ade, Oka and Harits.
9. My senior in PMII, Zaitun Badra, Devitia, M.Ali Syaifudin, Feranda, Lidia, Andri, Hariz dll.
10. All member of English Student Association (ESA) batch '15, batch '16, batch '17, batch 18, and batch 19 who always support the researcher
11. All big family, senior, cadre of PMII (Indonesian Islamic Student Movement) Rayon Keguruan UIN Raden Intan.
12. My beloved friends of PBI B For togetherness during in the class
13. My big family of AMPIBI (Assosiasi Mahasiswa Bidikmisi)
14. My family of KKN 225 Bandung Baru Barat, Pringsewu, Gea, Anjar, Maza, Qodhar, Dian, Diyah, Dewi, Ayu, Furqon, Mbul, Yudi, Bambang, Reza and Mr. Dayat's Family as our parents during KKN
15. All my Friend of PPL 2018 at SMPN 19 Bandar Lampung

Finally, none or nothing is perfect and neither in this thesis. The researcher truthfully welcomes criticism and suggestion for the betterment of thesis.

Bandar Lampung, Maret 2020

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language was tool of communication to interact between one individual and other individuals. Language was a system of arbitrary conventionalized vocal written or gesture symbol that enable members of community to communicate intelligibly each other”.²

English was the world's most widely studied foreign language.³ It developed into a medium of international communication that is used in many fields, politics, economies, trades, cultures, educations. All countries applied English as a communication tool well as native language, second language, and foreign language. In Indonesia, English as foreign language that was not applied in daily communication. Although as foreign language English must be discovered by Indonesian people and all Indonesian students because we can envisage about the development of the time, what will come about in our state for the next about 5-10 years which competitiveness progressively increasing more fierce better. Learn English can assist us to communicate with foreigner regardless of skin color, when we mastered the English we can simply adapt when we move from a state to another because English as international language used by all people in the world.

² H. Douglas Brown, *Principles of Language and Teaching*, (Englewood Cliffs: Addison Wesley Longman, Inc, 2000), p.5.

³ Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986) , p.1.

Langan stated that “Exploring Writing Sentences and Paragraphs ” writing is a skill. ⁴ Writing was one condition where the people or students usually create and expand their own word, convey their idea or contribute information in written form become sentences or paragraphs in paper or other media. Writing was a skill which can be said to be the most complicated to master by the students.

Writing was not an involuntary process for almost everyone, competent writing comes from plain hard work - from determination, sweat, and head-battle. ⁵ It could be mastered by put into practice, students ready to effort and discover what they want to make out. Writing was the complex skill, the students have to master in vocabulary and structure first , because in writing they must convey all of ideas from their mind with good composition, where they require an accurate arrangement of vocabularies, then choose appropriate words and band together each word become a coherence sentences or paragraphs.

The students had to recognize the criteria to make a good writing. A good deal of attention is placed on “model” compositions that student would emulate and how well a student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.⁶ From some

⁴ John Langan, *Exploring writing sentences and paragraphs*, (New York: Atlantic Cape Community College, 2010) , p.10.

⁵*Ibid*, p.10.

⁶ H. Douglas Brown , *Teaching by Principles and Interactive Approach to Language Pedagogy* 2nd edition (London: Longman. 2001), p. 335.

criteria that mentioned before, grammar was the one of essential criteria to make a good writing.

Grammar is a grammatical structure that set the word, phrase, clause and sentence. Grammar contain the specific rules about the morphology and syntax of language.⁷ Morphology is the study about how the words are formed and understood in the language. Syntax is a concept that set the structure of the sentence. Grammar must learn to manage all of English language skills like listening, speaking, reading, and writing to the right. It turned into necessary skill to learn and understand by the student because without a good grammar the students would be difficult to manage English in all of aspects.

This research would be focused on writing skill to be analyzed. Functional text one of text that must be mastered by the students. According to Cameron and Myers adapted by Sabiqun Nahar “Functional text is a text which has the purpose to provide the reader specific information or to assist the reader performs a day-to-day task.”⁸

One of functional text that had to mastered by junior high school students grade VIII is greeting card. According to Yuliani adapted by Yudha Pambudi Wibowo greeting card is a card to express friendship or other expression.⁹ Greeting cards are usually given on special occasions, such as birthdays or

⁷ Leacock Claudia, *Automated Grammatical Error Detection for Language Learners* (Toronto: Morgan & Claypool Publisher Series, 2010), p.1.

⁸ Sabiqun Nahar, *Developing Interactive Multimedia for Short Functional Reading for Grade VIII of SMPN 4 Yogyakarta in Academic Year 20152016* (Yogyakarta: 2015), p.20

⁹ Yudha Pambudi Wibowo, “Using-Project –Based Learning to Improve Students’ Writing on Greeting Card”, TEYLIN International Conference (April 2017), p.2

other holidays, they convey thanks or express other feelings.¹⁰ It was important for the students to know general feature of functional text. But in the fact, after learned the material, many students still confused and cannot write a greeting card well. It could be seen from the writing score eighth students of SMPN 19 Bandar Lampung with standard KKM was 75.

Table 1
The Students' Writing Score eighth grade
SMPN 19 Bandar Lampung in Academic Year 2019/2020

No	Class	(x)		Total
		$x < 75$	$x \geq 75$	
1	VIII A	18	13	31
2	VIII B	19	12	31
3	VIII C	16	16	32
4	VIII D	18	13	31
5	VIII E	15	16	31
6	VIII F	22	8	30
7	VIII G	20	10	30
8	VIII H	14	16	30
9	VIII I	19	12	31
10	VIII J	19	10	29
Total		180	126	306

Source: Students' Writing Score Eighth Grade SMPN 19 Bandar Lampung in Academic Year 2019/2010

Based on data above it was known that 58 % students get scores under KKM or 42% students get scores above KKM. It could be concluded that many students who get low score in writing greeting card.

From the preliminary research, the researcher found some problems that caused students were difficult and then did some errors when they wrote a greeting card using tenses simple present. Students did not know the formula

¹⁰ Kenneth W Ament, Rina Dwi Indraastuty, *Interactive English 2 Junior High School Year VIII* (Jakarta:Yudisthira, 2016), p.77.

of simple present clearly. The formula of simple present was S+ Infinitive (Verb 1)+ O. On the other hand, in writing the students still used V2 (Past tenses) and V3 (Perfect tense). Ex: He took his family to the beautiful place, use of verb in sentences is wrong it should use V1.

In verbal sentences most of students did not understand when add suffix (S / ES) in the verb. It was because the students did not know rules and characteristics verb that should added by suffix S / ES. Which suffix S add in the verb that subject third person singular in affirmative sentence. Ex: She works five days a week. And suffix ES use on verb that final letter s, ch, sh, x, o that subject the third person singular. Ex: She washes her clothes.

Students did not know the rules in the verb (infinitive) that ending with letter "Y" That preceded by consonant and vowel. Verb (infinitive) ending with the letter "Y" that preceded by consonant which y exchanged first with i then get suffix ES. Ex: bird flies in the sky. The verb (infinitive) ending with the letter "Y" preceded with the vowel just get suffix s. Ex: Raja plays football in the yard.

In negative sentence auxiliary does, most of students made errors because they did not change verb that get suffix S / ES in affirmative sentences become V1 again. Ex: She does not hopes you always protect by Allah. And then the student did not know what was nominal sentences, which was a sentences that did not contain verb. Students error in nominal sentences because they did not give to be (is, am, are) before adjective, noun, and adverb. Ex: you kind person that I ever meet.

The students had the difficulties in grammatical, especially in using present tense. Therefore, they made errors in their writing. However, made errors were a natural and unavoidable part in the process of learning English, According to Richard adapted by Sunardi Hasyim “Error Analysis is the study of errors made by the second and foreign language learners.”¹¹ Brown stated adapted by Sunardi Hasyim “Error analysis as the process to observe, analyze, and classify the derivations of the rules the second language and then to reveal the systems operated by learners.”¹²

Error analysis had advantaged for the students and also the teachers. For the students, error analysis was needed to make clear them in what aspect in grammar which difficult for them, and for teachers also, the error was required to evaluate themselves whether they were successful or not in teaching learning.

Dulay, Burt and Krashen adapted by James Carl stated there are four kinds of error taxonomy (1) Linguistics Category Taxonomy, (2) Surface Structure Taxonomy, (3) Comparative Taxonomy, (4) Communicative Effect Taxonomy.¹³ Based on Error Taxonomy above the researcher used Surface Structure Taxonomy to describe error classification done by the students. Which the surface strategy Taxonomy focuses on the errors themselves and it emphasized on analyzing the way the structure of the surface change.

¹¹Sunardi Hasyim, “Error Analysis in the Teaching of English”. k@ta, Vol.4 No.1 (June 2002), p.43.

¹²*Ibid*, p.43.

¹³Carl James, “*Error in Language Learning and Use Exploring Error Analysis*”, Professor Christopher N, Candlin, (Macquarie University, Sydney: Routledge 2013), p.104.

Dulay, Burt and Krashen suggested four error types. Omission, it was type of error which was characterized by the absence of an item or element that should be there in the utterance that is good and right. Addition, these error was opposite of omission, it was characterized by the presence of an item or element that should not appear in the utterance that was good and right. misformation, these errors were characterized by the use of the form of the morpheme or structure which was incorrect. And the last types were misordering these errors were characterized by incorrect placement of a morpheme or group of morphemes in an utterance.¹⁴

The researcher found some previous research that deal with error analysis in simple present tense. The first research has done by Umi Salamah “An analysis of students’ errors in using simple present tense in their procedure text writing based on surface strategy taxonomy (STT)”. The research found some errors in procedure text writing made by student at the eleventh class at SMAN 12 Bandar Lampung . the whole errors from students’ writing were 226 errors, it was known that the highest frequency of errors based on surface strategy taxonomy was misformation errors (35,39 %), followed by omission errors (33,62 %), addition errors (26,99 %), and misordering errors (3,53 %).

The second previous research from Laela Hayati Rohmah the State Islamic institute of Surakarta the title “An Error analysis of using simple present tense in descriptive text written, the researcher found some findings of the research.

¹⁴*Ibid, p.106*

Based on the observation the types of errors made by the students on writing descriptive text were based on surface strategy taxonomy which were classified into omission, addition, misinformation, and misordering. After counting the errors, the researcher found 229 total of errors consisting of 99 errors of omission, 25 errors of addition, 81 errors of misinformation and 24 errors of misordering.¹⁵

According to the previous research above, where both of it had proved that students still done the errors when writing the simple present tense even its omission, addition, misinformation, and misordering. Furthermore, in this research, the researcher found some errors students in written the simple present tense by used one of the functional texts such as greeting card. That was which different this research with another research.

B. Limitation of the Problem

The Researcher was limited the research on analysis of simple present tense errors in writing greeting card that was based on surface strategy taxonomy of the eighth grade at the first semester of SMPN 19 Bandar Lampung academic year 2019 / 2020.

C. Formulation of the Problem

1. What were the types of errors made by the students in using simple present tense in greeting card writing based on surface strategy taxonomy?

¹⁵ Laela Hayati Rohmah, An Error Analysis of Using Simple Present Tense In Descriptive Text Written by the Eighth Grade Student of MAN 1 Surakarta an Academic Year 2015/ 2016.(Surakarta,2016), p. 5

2. What were the causes of those errors?

D. Objectives of the Research

The objective of the research as follows:

1. To find the types of errors made by the students in greeting card writing based on surface strategy taxonomy.
2. To Find the causes of errors made by students in greeting card writing.

E. Significance of the Research

This research was expected to give the following benefits:

1. Theoretically, this research was connection to theory development about grammatical errors on the students in using greeting card, with the expectation that the students in the future can increase their capability.
2. Practically.

For teacher: the teacher must try to increase the student's skill in writing simple present tense by using new methods, technique or others so that the teacher can decrease the errors of students.

For students: the students can know what the errors that they have made in writing simple present tense. Therefore, the students must learn more from the experience of their error in it.

F. Scope of the Research

1. Subject of the Research

The subject of the research was the eighth grade students of the first semester at SMPN 19 Bandar Lampung in academic Year of 2019/2020.

2. Object of the research

The object of the research was the students present tense errors in writing greeting cards.

3. Place of the Research

This research has been conducted at SMPN 19 Bandar Lampung in academic year 2019/2020.

4. Time of the Research

This research has been conducted at the eighth grade of the first semester in academic year of 2019//2020.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Error Analysis

Errors are not bad habits to be eliminated by learners. Instead, that learners' error can provide insight into the learning process. Errors can be improvement in the learning process.¹⁶ Teacher needs to know specifically about the student's error. Teacher should make a careful study on it. The most common way that was used to study the error is through the familiar with us "Error analysis".

Error analysis has advantages for both learners and teachers. For learners, it was needed to show in what aspect in grammar which is difficult for students.¹⁷ Error analysis was an invaluable source of information to teacher. It provided information on students' errors which in turn helped teachers to correct student's error. Then, it was needed by teachers to evaluate themselves whether they are successful or not in teaching.¹⁸

Error analysis was an activity to reveal errors found in writing and speaking. Richard stated that error analysis was the study of errors made by the second and foreign language learners. As Crystal emphasized that error analysis was the technique for identifying, classifying, and systematically

¹⁶ Krisnawati Ekaning, Errors or Mistakes? Incorrectness in Students Answers in a Subject- Matter Examination, IJLLALW, Vol.4 No.4 (December 2013), p.186.

¹⁷ Sunardi, Hasyim "Error Analysis in the Teaching of English". k@ta, Vol.4 No.1 (June 2002), p.42.

¹⁸ Ratnah, "Error Analysis on Tenses Usage Made by Indonesian Students". Journal of Education and Practice. Vol.4 No.6 (2016), p. 159.

interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provides by linguistic.¹⁹

Based on statement above, it could be asserted that error analysis was the procedures that were used by study the observable errors that the learners made by describing, classifying and evaluating about students error, the procedures of error checking are: firstly underlining the errors items. Secondly, signifying the errors items. Try to assess the student errors in number of omission, addition, misformation, and misordering for the technique of describing.

B. Concept of Mistakes and Errors

As language learners are bound to do some errors and mistakes. It is general to distinguish between errors and mistakes. Mistakes are caused by the learners is not putting into practice something what they have learned, while errors are caused by the learners trying out something completely new and getting wrong. Mistakes reflect occasional lapses in performance because the learners are unable to perform what they know, Errors reflect gaps in learner's knowledge, it occur because the learners do not know what is correct.²⁰

Error is the flawed side of learner speech and writing. They are those parts of conversation or composition.²¹ Mistakes refers to students's errors based on the alleged wrong or failure to use a certain system that is already known.

¹⁹ D. A. Crystal, Dictionary of Linguistic and Phonetics, second Edition (New York: Basil Blackwel Inc, 1987), P.43.

²⁰Ekaning, Krisnawati "Errors or Mistakes? Incorrectness in Students' Answers in a Subject....., p.185.

²¹ Dulay et al., *Language Two*, (New York: Oxford UnIversity Press: 1982), p.138.

It was mean the students actually had to recognize, know, and understand the pattern of certain in use language. But, there are slip of the tongue, grammar irregular, a fault in remember or even physical factors such as exhausted and emotions uncontrollable.

Error refers to the error of the students in terms of understanding. So, the error that seemed here is not because of the technical factor like: “slip of the tongue” but the error that seemed are the error that describe that students have not recognize, know, and understand the pattern of the language used.

The students often make errors in learning English process. When they attempt to create and organize the words become sentences by using tenses, most of them write sentences ungrammatically. Ungrammatical errors have a big influence when the students write a sentences that can be influenced by the first language which is different from the second language in written form. Teacher and mothers who have waged long and patient battles against their student’s or children’s language errors have come to realize that making errors is an inevitable part in learning. People cannot learn language without first systematically committing errors.²² It means that if the teacher know what the types of error done by students it could make the teacher easier in teaching the goal of learning. Students can develop their errors through error analysis.

C. Classification of Error Analysis

According to Dulay, Burt and Krashen adapted by James Carl there are four kinds of error taxonomy namely Lingistic category taxonomy, Surface

²² *Ibid*

Strategy Taxonomy, Comparative taxonomy, and Communicative effect taxonomy.²³

1. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors in terms of where the error is located in the overall system of the target language based on the linguistic item which is affected by the error. It indicates on what level of language the error is located: in phonology, graphology, grammar, lexis, text or discourse.

2. Surface Strategy Taxonomy

The surface strategy taxonomy is a classification system based on the ways in which the learner's erroneous version is different from the presumed target version. For example, learners may omit necessary items or add unnecessary ones, they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive processes that underlie the learner's reconstruction of the new language or language being learned. It also makes us aware that learner's errors result from their active way in using the interim principles to produce that target language. There are four further subtypes taxonomy can operate: omission, addition, misformation, misordering, and plus a fifth a (blends).²⁴

3. Comparative Taxonomy

²³Car Jamesl, *Error in Language Learning and use Exploring Error Analysis*, Professor Christopher N, Candlin, (Macquarie University, Sydney: Routledge. 2013), p.104

²⁴*Ibid*, p.106

The classification of error in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. If we use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's error to that of errors reported for children acquiring English as a first language.

In the research literature, second language errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue.²⁵

4. Communicative Effect Taxonomy

This type of taxonomy classifies errors based on "the perspective of their effect on the listener or reader". It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Research on this matter has shown that errors that reflect the overall of this taxonomy, categorize errors into "Global Error" and "Local Errors".²⁶

This research uses surface strategy taxonomy to analyze the students' errors, because the surface strategy taxonomy focuses on aspects of the error themselves and it emphasizes on analyzing the way surface structure is changed. Regarding that the errors in using grammar are closely connected to the students' ability in composing writing greeting cards.

²⁵ Dulay et al, *Language Two*, (New York: Oxford University Press 1982), p.163.

²⁶ *Ibid*, p.189.

D. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is classification system based on the ways in which the learner's erroneous version is different from the presumed target version.²⁷ According to Dulay et al surface strategy taxonomy highlights the ways surface structure are altered. Learners may omit necessary items or add unnecessary ones, they may misform items or misorder them.²⁸ By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner's reconstruction of the new language being learned. It also make us aware that learners' error result from their active way in using the interim principles to produce the target language. Furthermore, under this category, errors can be classified into four types : Omission, addition, misformation, and misordering.

1. Omission

Dulay et.al , states that omission errors are characterized by the absence of an item that must appear in a well – formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morpheme are omitted more than others.²⁹ As an example: I so lucky to become your students. It should be “ I am so lucky to become your students”. The underlined word is omitted in which should appear in well formed utterance. It is the verb am that should have come after the subject. In greeting card, most error are found in the formation of simple

²⁷Carl James“ *Error in Language Learning and.....*, p.106.

²⁸ Dulay et,al, *Language.....*, p.150.

²⁹*Ibid*, p.154.

present tense e.g. She always come to me when I arrive at your home. It should be “She always comes to me when I arrive at your hom”. The underline word is ommitted in which should appear in well formed utterance. There has ommission of that should have been suffix (come).

2. Addition

Addition errors are the opposite of omission. This error is characterized by the presence of an item which must not appear in a well – formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules.³⁰ There are three types of addition; they are double marking, regularization, and simple addition. These are the explanation:

2.1 Double Marking

Double marking happens when two items rather than one are marked for the same feature. Eg:

(Erroneous) : He is teaches me kindness

(Correct) : He teaches me kindness

2.2 Regularization

Errors in which a marker that is typically added to a linguistics item is erroneously added to exceptional items of the given class that do not take a marker are called regularization errors. The examples of this error can be seen in the term of regular, an irregular forms and

³⁰*Ibid*, p.156.

construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

As an example in the sentence:

(Erroneous) : Ratih comed to her grandmother house last month. There has regularization of regular past, the verb come doesn't become comed, because come is irregular verb.

(Correct) : Ratih came to her grandmother house last month.

2.3 Simple addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. As an example in the sentence:(Erroneous) : I will to hope you can achieve your dream

There has simple addition of verb one after modal.

(Correct) : I will hope you can achieve your dream.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission error the item is not supplied at all, in misformation error the learner supplies something, although it is incorrect.³¹ Dulay et.al mentions that there are three types of misformations errors, they are:

3.1 Regularization Errors

³¹*Ibid*, p.158.

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* for *gooses* for *geese*. As an example in these following sentence:

(Erroneous): He *rided* his motorcycle

There is wrong change of verb *ride*, it should be *rode*.

(Correct) : He *rode* his motorcycle.

3.2 Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. As an example in this following sentence:

(Erroneous) : *this* pencils are mine.

This is not appropriate for *prular*, the appropriate one is “*These*”

(Correct) : *these* pencils are mine.

3.3 Alternating forms

Alternating forms are caused by the use of archi – forms that often gives way to the apperiatly fairly free alternation of various members of class with each other. As an example in following sentence:

(Erroneous) : I *hopes* you are happy in your new college

The form of the verb *hopes* is wrong, the correct one is *hope*, because the subject is plural.

(Correct) : I *hope* you are happy in your new college.

4. Misordering

These errors are characterized by the incorrect placement of morphemes in an utterance.³² As an example in following sentence: “Is it an amazing day”. It should be, “ It is an amazing day”.

E. Causes of Errors

According to Norrish adopted by Sunardi Hasyim classifies causes of errors into three types that is carelessness, first language interference, and translation. The three types of cause of error will be discussed briefly below:

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and / or style of presentation do not suit him.

2. First Language interference

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference.

3. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into

³²*Ibid*, p.162.

the target language word by word. This probably the most common cause of error.³³

According to Richards adapted by Pooneh Heydari classifies causes of errors into overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rules restriction. To make it clear, the four classifications above are explained briefly below.

1. Overgeneralization

The learner creates a deviant structure on the basis of other structure in the target language (e.g. “He can sings” where English allows “He can sing” and “He sings”

2. Incomplete Application of rules

The learner fails to use a fully developed structure. (e.g. “You like to \ sing?” in place “Do you like to sing?”

3. False concepts hypothesized

The learners do not fully understand a distinction in the target language. (e.g. The use of “was” as a marker of past tense in “One day it was happened”).

4. Ignorance of rule restriction

The learner applies rules to context where they are not applicable. (e.g. “He made me to go rest” though extension of the pattern “He asked me to go”).³⁴

³³ Hasyim Sunardi, ‘Error Analysis in the Teaching of English’, *k@ta*, Vol.4 No.1 (June 2002), p. 47

According to James adapted by Pooneh Heydari classifies four causes of errors.

1. Interlingual errors

Interlingual errors (Mother- tongue influence) : these kinds of errors are influenced by the native languages which interfere with target language learning.

2. Intralingual errors

Intralingual errors: these types of errors are caused by the target language itself like : false analogy, misanalysis (learners from a wrong hypothesis), incomplete rule application (this is converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules), exploiting redundancy (this error occurs by carrying considerable redundancy).

3. Communication strategy based errors

Communication strategy based errors which are subdivided into the holistic strategies or approximation and analytic strategies or circumlocution.

4. Induced Errors

Induced Errors: these errors are the result of being misled by the way in which the teachers give definition, examples, explanation and arrange practice opportunities. In other word, the errors sre caused mostly by the

³⁴ Pooneh Heydari, Muhammad S. Bagheri' Error Analysis: Source of L2 Learners ' Errors'. Theory and Practice in Language Studies, Vol.2 No 8 (August 2012). P, 1584

teaching and learning process as follows: materials – induced errors, teacher-talk induced errors, exercise- based induced errors, errors induced by pedagogical priorities, look-up errors.³⁵

Based on the explanation of experts above, the researcher will use the Noorish Statements about causes of error. The researcher assume that the Noorish Statement is appropriate with the researcher analyze, it is focus on the error of student's writing.

F. Concept of Writing

Writing is a skill that used by people for indirect communication.³⁶ It is one condition where the people or students usually begin to make and develop their own words, express their ideas and thought to other or provide information in written form in sentences or paragraphs such as a letter, messages for communication. It can be learned with practice and hard work.

Writing is a skill in which we express the ideas, feeling and thought which are arranged in words, sentence and paragraph using eyes, brain and hand. Writing also reinforces use of the generic structure, idiom and vocabulary which the students have studied in the previous lesson. It means that writing in the process of expressing ideas and thought of the writer using knowledge and

³⁵ *Ibid*, p. 1585.

³⁶ John Langan, *Exploring Writing Sentences and Paragraphs*, (New York: Atlantic Cape Community College, 2010), p. 10

vocabulary to combine the writers idea in writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence.³⁷

Writing is the most difficult for second language learners to master.³⁸ Writing skill is more complicated than other skills in English language. Writing skill is not only about grammars and vocabularies, the difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text.

Based on the writing concept above, it can be concluded that writing is a very important skill for interaction. To develop the students ability in writing they must do some practice. Unfortunately, there are few opportunities, the students often make errors, such as grammatically incorrect sentence, misspelling and unsuitable vocabulary when they compose the sentence or paragraph.

G. Concept of Grammar

Grammar is grammatical structure which sets the word, phrase, clause and sentence. The rules that show how the words are combined, arranged or changed to show certain kinds of meaning. Grammar contains specific rules about the morphology and syntax of the language.³⁹ Morphology is the study about how the words are formed and understood in the language. While,

³⁷ Raimes, Ann. *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.

³⁸ Richards C. Jack, Renandya A. Willy, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 303.

³⁹ Leacock, Claudia, *Automated Grammatical Error Detection for Detection for Language Learners* (University of Toronto: Morgan & Claypool Publisher Series, 2010), p.1

syntax is a concept that set the structure of the sentence. Grammar must learn to control all of the english language skill. It becomes necessary skill to learn and understand by the students because without a good grammar the students will be difficult to control english in all aspect. A good grammar will be helpful to convey some ideas, feelings and messages to the people in their society.

Written grammatical error are often categorized as being errors in either grammar. In relation to students grammatical errors, error involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one.⁴⁰

Based on grammar concept above, all can be concluded that grammar is very essential to support the student to know the rules word changed and to improve english skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine word or phrases of any language will not be the same as other language. In addition this research just focus on surface strategy taxonomy, it's because would like to see the errors done by students on use of tenses with more highlight the way surface structures are altered in systematic and specific ways.

H. Concept of Text

⁴⁰ Hendrickson James M. *Error Analysis and Error correction in Language Teaching* (Singapore: Seameo Regional Language Centr. 1979), p.7.

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. A spoken text is any meaning spoken text. It can be a word or a phrase or sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song or poetry or a drama. A written text is any meaningful written text. It can be a notice or direction or an advertisement, greeting card, or a paragraph or an essay or an article or a book. A text refers to any meaningful short or long spoken or written text.⁴¹

1. Functional Text

According to Cameron and Myers adapted by Sabiqun Nahar functional text is a text which has the purpose to give the reader specific information or to help the reader performs a day-to-day. According to Anderson functional text is used for everyday information. It presents information or ideas and aims to show, to tell or persuade the readers. It is called fuctional because it helps the readers function in their day-to-day life.⁴²

According to Cameron and Myers there are several aspects of functional text such as chacteristics and Various types. The characteristics of functional text are the text uses clear, simple, and concise sentence. It can contain pictures or symbols, and uses particular words or letter.

Table 2

⁴¹ SanggamSiahaan,KisnoShinoda, *Generic Text Structure, First Edition* (Yogyakarta: Graha Ilmu, 2008), p.1.

⁴² Sabiqun Nahar, *Developing Interactive Multimedia For Short functional Text Reading For Grade VIII of SMPN 4 Yogyakarta In Academic Year 2015/2016* (Yogyakarta: 2015), p.20.

Types of Functional Text⁴³

Advertisements	Instructions	Recipes
Announcement	Internet Websites	Shcedules
Greeting Cards	Invitations	Search Engines
Brochures	Labels	Survey
Bus Schedules	Letters	Television Guides
Notices	Maps	Text Messages
Emails	Memos	Traffic Signs
Food Labels	Pamphlets	Menus

1.1 Greeting card

According to Yuliani adapted by Yudha Pambudi Wibowo greeting card is a card to express friendship or other expression. According to Lestari Greeting card is an illustrated, folded card featuring and expression of friendship or other sentiment.⁴⁴

Greeting card are usually sold with an envelope, and they come in a variety of styles. Greeting card function are divided into two types: to explain congratulation toward a happy situation, like a wedding day, brithday, free day, or got some achievement; to show symphaty toward upleasant event like get well soon, sorrow. Structure of a greeting card:

- a. Front: The cover or front the card may only be an image, text, or a combination of text and images.
- b. Inside message: some greeting cards are blank inside, you can write your own message

⁴³ *Ibid*

⁴⁴ Yudha Pambudi Wibowo, "Using Project-Based Learning To Improve Students' Writing On Greeting Card", the 2nd TEYLIN International Conference (April 2017), p. 225

- c. Back: when making your own greeting cards, you might want to include your name and date, a personal stamp, or a logo, you can also leave it empty⁴⁵

Example of Greeting Card

“Happy Birthday”

Hello dad, congratulation on your brithday, I am very happy to be your child. I feel so lucky to have a father like you. Maybe I am not best son for you. But I try to be better than before. Thank you for everything dad . I love you.

The example above from Adi Pura’s writing. The students’ VIIF of SMPN 19 Bandar Lampung.

1.2 Notice

Notice is sign in public place giving information or instructions. Notice is premonition to someone; it can be command, caution, information, prohibition. Notice should be easy to understand and easy to read. It is also written using simple words.

1.3 Announcement

Announcement is an important or official statement that informs people about something. Announcement is often seen in pulic area, such as at school, hospital and other public places. The following

⁴⁵ Kenneth W Ament, Rina Dwi Indriastuty , Interactive English 2 English Junior High School Year VIII (Jakarta : Yudhistira , 2016), p.77

example is an announcement about English Club Program at school.

1.4 Advertisement

Advertisement is type of text written with the aim of publicizing the quality of a product, service, business, or event whose purpose is to attract others to buy or use it.

1.5 Invitation

Invitation is request, a solicitation, or an attempt to get another person to join you at a special event. The purpose of invitation is to invite someone attend or come. Generic structure of an invitation: Reciever, body of invitation, sender or from.

1.6 Letter

Letter is a written message from one party to another containing information, is usually sent through the post office. In general, stamps and envelopes are required for sending letters. Purpose of letter is to inform or convey about information from one party to other. The generic structure of letter are heading, body, closing.

1.7 E-mail

E-mail (Electronic mail) is letter sent using internet network, by electronic mail or e-mail someone can send texts, pictures, or send an application or file to someone who also has an email.

1.8 Short Message/ memo

Short message / memo is a written piece of information that you send to another person. Short message are usually written on a piece and contain concise information.

1.9 Banner

Banner is media leaflets are usually elongated fabrics containing certain symbols, logos, slogans, or messages.

1.10 Shopping list

Shopping list is grocery list that needs to be purchased. The form of a shopping list is usually simple, accurate, and can be checked.

1.11 Brochure

Brochure is form of socialization of advertising products to introduce new companies, new organizations, new services, and other. Brochures are usually in the form of sheets of paper which can be folded up.

I. Concept of Tenses

Tense is a set of forms taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance. Some grammarians define a tense as an inflection of the verb a change of meaning you achieve by altering the form of the verb.⁴⁶

1. Definition of Simple Present

⁴⁶ Rohmah, Laela Hayati, *An Error Analysis of Using Simple Present Tense in Descriptive Text Written by the Tenth Grade of MAN 1 Sukakarta Academic Year 2015/ 2016* (Surakarta, 2015) , p. 16

Simple Present tense express events or situations that exist always, usually, habitually, they exist now, have existed in the past, and probably in exist in the future.⁴⁷

2. The rules of simple present

In simple present, there are many rules which the learners have to know on using verb with “es” and “s” form in third singular person as follow:

I. If the verbs that end in “e” just add “s”. For examples:

Write + s → Writes Shine + → Shines
Hope + s → Hopes Rise + → Rises

II. If the verb that end in one and two consonants just add “s”. For examples:

Work + s → Works Sing + s → Sings
Set + s → Sets Speak + s → Speaks

III. If the verbs that end by the letters as follow; ch, s, sh, x, z add “es”. For examples:

Teach + s → teaches Reach + s → Reaches
Do + es → Does Kiss + s → Kisses

IV. If the verbs that end by the letters “y” and preceded by the consonant letter change “y” to “i” just add “es” For examples:

Study + s → Studies Replay + s → Replies

⁴⁷ Azar Betty Schramper. *Understanding and Using English Grammar* (Longman: Pearson, 2002), p.2

Carry + s → Carries

Fly +s → Flies

- V. If the verbs that end by the letter “y” and preceded by vocal letter just add “s” . For examples:

Say + s → Says

Play + s →Plays

Lay + s → Lays

Buy + s →Buys

- VI. If the simple present usually uses two adverbial; there are adverbial frequency and adverbial time.

a. Adverbial Frequency

The term of adverbial frequency is used to answer the question “ How often” as follow (always, usually, often, sometimes, never, ever, and seldom) are often used with the simple present tense to indicate frequency. For examples:

(+) You seldom come late

(+) I ever go to grandmother’s house

(+) Sometime he drinks a coffee in the café

b. Adverbial Times

Adverbial time is time signal which is used for these adverbial to an answer the question “when”? there are a kinds of adverbial time which is often used the simple present as follow:

Every hour

Every year

Every Week

Twice a week

Every minute

Every morning

In the afternoon Once a month At night

Twice a month⁴⁸

3. The Patterns of Simple Present Tense

Simple Present sentence divided into three pattern sentences. There are affirmative, negative, and interrogative sentence which consists two question sentences there are yes / no question and WH question

a. Verbal Sentence

(+) : Subject + Verb1+Object

(-) : Subject+ DON'T / DOESN'T + Verb1 + Object

(?) : DO/DOES + Subject + Verb1 + Object?

(?) : Question Word + DO / DOES+ V1+ Object?

Example:

(+) : She speaks english everyday

(-) : She doesn't speak english everyday

(?) : Does she speak english everyday?

(?) : Why does she speak english everyday?

The positive verbal sentence subject I,you, they, we used formula : S+ infinitive (verb1), the positive verbal sentence subject she, he, it use formula: S + Infinitive (verb1) + S/ES. In general, the verb is directly coupled with the suffix S, The verb (infinitive) which ends with the letters “ch,o,s,sh,x,z” plus the suffix ES, the verb (infinitive) ends the

⁴⁸ Betty S. Azar, Understanding and Using English Grammar, (New Jersey: Prantice Hall, 1989), Second Edition. p.11

letter y and preceded by the consonant, then the suffix “y” change to “i” and then “es” is added, the verb (infinitive) ending with the letter y beginning with the vowel is sufficiently couple with suffix “s”, and the infinitive begins with an auxiliary verb, it doesn't get an extra S / ES. Examples:

1. They write a letter everyweek
2. She reads magazine everymorning
3. The teacher brings a laptop
4. He passes the exam with good scores.
5. The baby cries in the middle of night
6. Mother buys some vegetables
7. You must try your best.

b. Nominal Sentences

Nominal sentences are sentences that do not use verbs, but use auxiliary verb form the group “to be” including is, am, are, was, were and be.

(+) : Subject + To be1 + Nonverb + Object

(-) : Subject + To be1 + Not + Nonverb + Object

(?) : To be1 + Subject + Nonverb + Object?

(?) : Question Word + To be 1 +Subject + Nonverb + Object?

Examples:

(+) Iam a teacher

(-) Iam not a teacher

(?) Am i a teacher?

(?) Are you a teacher?

The formula of positive nominal sentences used is : S + Tobe + Noun, Adjective, Adverb. Non verb can be noun (noun), adjective (adjective), adverb (adverb), adjusted to the subject of the sentences. Is for subject she, he,it. Are for the subject you, they,we and am for subject I.

Examples:

1. He is familiar actor
2. Iam in rhe library
3. They are friendly girls

Time signal of simple present tense are Everyday, every week, every month, every yearIn the morning, in the afternoon, in the evening, always, seldom, often, ever, never, sometimes.

II. Present Progressive

The progressive tenses give the idea an action in progress at the present time, and probably will continue. S + am, is, are + V.ing.

Example:

He is sleeping right now

III. Present Perfect

On The present perfect tense give an idea that one thing have happened that on going. S+ have, has + V3

Example:

I have already eaten

IV. Present Perfect Progressive

The present perfect progressive tense give the idea that one event is in progress immediately before. S + have, has + been + V.ing.

Example:

I have been studying for two hours

V. Simple Past

At one particular time in the past, this happened. It began and ended in the past. S+ V2+O

Example:

I watched television last night

VI. Past Progressive

The progressive tenses give the idea an action is in progress at a particular time in the past. It probably continued. S + was , were + V.ing

Example:

He was sleeping when I arrived

VII. Past Perfect

The past perfect tense give an idea that one thing happens before or a particular in the past. S+ had + V3.

Example:

I had already eaten when they arrived

VIII. Past Perfect Progressive

The past perfect progressive tense give the idea that one event is in progress at the past. S + had + been + v.ing.

Example:

I had been studying for two hours before my friend came

IX. Simple Future

At one particular time in the future, this will happen. S + Will + Inf

Example:

I will watch television tonight

X. Future Progressive

The progressive tenses give the idea an action is in progress at a particular time in the future. S + Will + be + V.ing

Example:

He will be sleeping when we arrive

XI. Future Perfect

The present perfect tense give an idea that one thing happens that before another time in the future. S+ will + have +V3

Example:

I will already have eaten when they arrive

XII. Future Perfect Progressive

The future perfect progressive tense give the idea that one event is in progress at the future. S+ will + have + been + V.Ing

Example: I will have been studying for two hours by the time you arrive.

XIII. Simple Past Future

The simple past future tense show the work that will be done in the past. S + would + Inf V1

Example: I would have gone

XIV. Past Future progressive

The simple past future progressive tense to show the work that would be doing in the past. S + would + be + V.ing

Example: He would be working at this company

XV. Past Future Perfect

The simple past future perfect tense to show work that will be done in the past. S+ would + have + V3

Example: This house would have painted

XVI. Past Future Perfect Progressive

The simple past perfect progressive tense to show work that was originally going to be done and is still being done in the past.

S+ would + have + been + V.ing

Example: You would have been sleeping⁴⁹

⁴⁹ Darwis Robi. *Simple English Vocabulary* (Pare-Kediri-Jawa Timur: Paramedia, 2015), p. 207.

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